

Long Term Curriculum Map – Year 1

On-going Learning	<ul style="list-style-type: none"> To know the days of the week and months of the year. To learn about the seasons and which months are in each. To observe and discuss seasonal patterns and changes. To record the weather using weather symbols. 			Half termly welly walk: <ul style="list-style-type: none"> To learn about trees (deciduous and evergreens) and plants – name and identify these, observe seasonal changes. To identify and name local birds (Does the frequency of different birds change depending on the seasons?) To name and identify local wild animals (How can we protect their environment?) 		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Who Am I?	What is the weather like in the UK?	Two Monarchs	What is it like to live in Shanghai?	Treasure Island	Up above, Down below
Humanities	<p style="text-align: center;">History</p> <p>Changes within living memory:</p> <p>To develop an awareness of the past and begin to understand chronology. To use phrases which indicate a passing of time To understand how we can use photographs to find out about the past. To order the months of the year. To understand things change over time.</p> <p style="text-align: center;">Geography</p> <p>To locate the school on an aerial photograph. To create a map of the classroom. To locate key features of the playground. To draw a simple map. To investigate how we feel about our playground. To create a design to improve our playground.</p>	<p style="text-align: center;">Geography</p> <p>To locate the four countries of the UK. To identify seasonal changes in the UK. To identify the four compass directions. To investigate daily weather patterns. To identify daily weather patterns in the UK. To understand how the weather changes with each season.</p>	<p style="text-align: center;">History</p> <p>In depth study, significant individuals: Queen Elizabeth II and King Charles III</p> <p>To identify key monarchs of England and explain who came before/after To compare the lives of Queen Elizabeth and Queen Victoria To understand that a source is evidence and gives us information about the past</p>	<p style="text-align: center;">Geography</p> <p>To recognise physical and human features. To draw a sketch map. To name and locate some continents on a world map. To identify physical and human features of a non-European country. To describe what it is like to live in Shanghai. To compare Shanghai to a small area of the UK.</p>	<p style="text-align: center;">History</p> <p>In depth study, significant individual: Grace O'Malley Enquiry</p> <p>To compare Grace O'Malley with images of pirates from the past and the present To sequence and understand key events from Grace's life To identify similarities and differences between ways of life in the 16th/17th century and the 21st century. To answer key enquiry questions.</p>	<p style="text-align: center;">History</p> <p>In depth study, events beyond living memory: The Wright Brothers (first aeroplane flight)</p> <p>To understand what significant is and explain how the Wright Brothers are significant To place events in chronological order and remember some key events from the Wright Brothers' life. To explore a range of sources to prove if a statement is true or false. To compare what life was like before and after the invention of the airplane.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	<p>To observe using the senses to compare different sounds, sights, tastes, textures and smells.</p> <p>To name a wider range of parts of the body such as backbone, ribs, skull and internal organs such as heart, lungs and stomach.</p> <p>Working scientifically: To observe things using simple equipment. To identify and sort different things. To collect and record data to help answer questions. To use key vocabulary.</p>	<p>To know the different seasons. To know how rain occurs. To begin to understand the difference in weather around the world.</p> <p>Working scientifically: To ask simple questions and recognise that they can be answered in different ways. To observe closely. To perform simple tests. To use key vocabulary.</p>	<p>To know the difference between the object and material it is made from. To know the names of materials such as wood, plastic, glass, metal, water. To be able to describe simple properties of materials such as a soft, hard, rough.</p> <p>Working scientifically: To identify and classify. To carry out simple tests. To use key vocabulary to describe materials.</p>	<p>To understand what animals need in order to grow. To identify and name a variety of common animals including fish, amphibians, birds, and mammals. To identify and name animals that are carnivores, herbivores or omnivores.</p> <p>Working scientifically: To conduct research on animals. To use key vocabulary.</p>	<p>To describe the qualities of different materials. To identify materials which would be best-suited for objects.</p> <p>Working scientifically: To sort and test materials. To identify and classify materials. To carry out simple tests. To use key vocabulary to describe materials.</p>	<p>To name and identify different types of plant and parts of a plant. To know the conditions needed for healthy plant growth. To learn how to grow a plant from seed in the right conditions.</p> <p>Working scientifically: To make predictions about conditions needed for growth. To observe and describe plant growth. To carry out a simple investigation.</p>
Art / DT	<p>Design Technology: Mechanisms Students will design, make and evaluate a family shield with a sliding part.</p> <p>Technical Knowledge: To learn to construct with a purpose in mind. To explore and use mechanisms [levers, sliders], in their products. To understand about the simple working characteristics of materials and components. To know the correct technical vocabulary for the projects they are undertaking.</p>	<p>Design Technology: Mechanisms Students will design, make and evaluate a moving vehicle.</p> <p>Technical Knowledge: To explore and use mechanisms [e.g. wheels and axles], in their products. To understand about the simple working characteristics of materials and components To know the correct technical vocabulary for the projects they are undertaking.</p>	<p>Art and Design: Painting Students will develop techniques and artwork inspired by 'Castle and the Sun' by Paul Klee.</p> <p>To extend the variety of drawing tools and explore different textures. To recognize various shapes and angles. To describe shapes that "make up" the structure of a castle. To design and produce a piece of artwork by drawing a castle using geometric shapes with a crayon, paint, watercolors pastels. To use a variety of media to draw visual elements- line, shape, tone and space. To use a wide range of colours - mixing primary colours to make secondary colours. To demonstrate an awareness and discuss of patterns. To repeat patterns and explore symmetry.</p>	<p>Art and Design: Drawing & Painting Students will create landscapes using different textures and mediums.</p> <p>To discuss various textures with visual cues. To use personal experience to understand the experience. To discuss the texture artist's use, how have they achieved this and how would it feel. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To represent patterns using varying patterns and resources. To reproduce and apply an artist's colour range to their own work. To develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space.</p>	<p>Design Technology: Construction Students will design, make and evaluate small and large scale dens.</p> <p>Technical Knowledge: To apply understanding of how to strengthen, soften and reinforce more complex structures.</p> <p>Art and Design: Textile Students will make a woven frame to hang in the den. To discuss the materials artists use, how they have achieved outcomes and how would it feel. To discuss the art of weaving and explore this art form in different cultures. To know the difference between the warp and weft threads in weaving. To know that over time the weaving process has been developed through innovations.</p>	<p>Art and Design: Drawing & Sculpting Students will use observational drawings of insects to design, make and evaluate junk model sculptures.</p> <p>To use visual and tactile elements, including colour, pattern, texture, line, tone, shape, form and space. To experiment with measuring marking and cutting. To explore and compare different markings, lines and blending with varying mediums (charcoal, pastels, colouring pencils). To record from first-hand evidence, experience and imagination to sketch and produce observational drawings. To understand about the simple working characteristics of materials and components. To know the correct technical vocabulary for the projects they are undertaking.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	Who made the wonderful world and why?	Why are saints important to Christians? Nativity Characters: Which character are you? Why are you important?	Judaism - What is it like to live as a Jew?	What are God's rules for living – The 10 commandments Why is Easter the most important festival for Christians?	Islam – What does it mean to be a Muslim?	Why is it good to listen to and remember the stories Jesus told? The parables of Jesus.
Citizenship and Wellbeing	Me and My Relationships Feelings Getting help Classroom rules Special people Being a good friend	Valuing Difference Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	Keeping Safe How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Rights and Respect Taking care of things Myself My Money My environment	Being My Best Growth Mindset Healthy eating Hygiene and health Cooperation	Growing and Changing Getting help Becoming independent My body parts Taking care of self and others
Computing	Computing Systems and Networks – Technology Around Us To identify technology To identify a computer and its main parts To use a mouse in different ways To use a keyboard to type on the computer To use the keyboard to edit text To create rules for using technology responsibly	Creating Media – Digital Painting To describe what different freehand tools do To use the shape tool and the line tools To make careful choices when painting a digital picture To explain why I chose the tools I used To use a computer on my own to paint a picture To compare painting a picture on a computer and on paper	Programming A – Moving a Robot To explain what a given command will do To act out a given word To combine forwards and backwards commands to make a sequence To combine four direction commands to make sequences To plan a simple program To find more than one solution to a problem	Data and Information – Grouping Data To label objects To identify that objects can be counted To describe objects in different ways To count objects with the same properties To compare groups of objects To answer questions about groups of objects	Creating Media – Digital Writing To use a computer to write To add and remove text on a computer To identify that the look of text can be changed on a computer To make careful choices when changing text To explain why I used tools that I chose To compare typing on a computer to writing on paper	Programming B – Programming Animations To choose a command for a given purpose To show that a series of commands can be joined together To identify the effect of changing a value To explain that each sprite has its own instructions To design the parts of a project To use my algorithm to create a program
Music Charanga: English Model Music	My Musical Heartbeat To find and keep a steady beat. Play or clap simple rhythmic patterns using long and short sounds Respond to different high and low pitches. Keep a steady beat when improvising. Clap four-beat rhythms, creating long and short sounds. Improvise using one, two or three notes, using C, D and E. Listen carefully and copy back the actions	Dance, Sing and Play To find and keep a steady beat. Play or clap simple rhythmic patterns using long and short sounds Respond to different high and low pitches. Keep a steady beat when improvising. Clap four-beat rhythms, creating long and short sounds. Improvise using one, two or three notes, using C, D and E. Listen carefully and copy back the actions	Exploring Sounds To find and keep a steady beat. Play or clap simple rhythmic patterns using long and short sounds Respond to different high and low pitches. Keep a steady beat when improvising. Clap four-beat rhythms, creating long and short sounds. Improvise using one, two or three notes, using F, G and A. Listen carefully and copy back the actions Respond to the questions, thinking about the music.	Learning to Listen To find and keep a steady beat. Play or clap simple rhythmic patterns using long and short sounds Respond to different high and low pitches. Keep a steady beat when improvising. Clap four-beat rhythms, creating long and short sounds. Improvise using one, two or three notes, using F, G and A. Listen carefully and copy back the actions	Having Fun with Improvisation To find and keep a steady beat. Play or clap simple rhythmic patterns using long and short sounds Respond to different high and low pitches. Keep a steady beat when improvising. Clap three-beat rhythms, creating long and short sounds. Improvise using one, two or three notes, using C, D and E. Listen carefully and copy back the actions	Let's Perform Together To find and keep a steady beat. Play or clap simple rhythmic patterns using long and short sounds Respond to different high and low pitches. Keep a steady beat when improvising. Clap three-beat rhythms, creating long and short sounds. Improvise using one, two or three notes, using C, D and E.

	Respond to the questions, thinking about the music. Enjoy some 'Did You Know?' facts about the song.	Respond to the questions, thinking about the music. Enjoy some 'Did You Know?' facts about the song.	Enjoy some 'Did You Know?' facts about the song.	Respond to the questions, thinking about the music. Enjoy some 'Did You Know?' facts about the song.	Respond to the questions, thinking about the music. Enjoy some 'Did You Know?' facts about the song.	Listen carefully and copy back the actions Respond to the questions, thinking about the music. Enjoy some 'Did You Know?' facts about the song.
PE	<p>Fundamentals</p> <p>To explore balance, stability and landing safely. To explore how the body moves differently when running at different speeds. To explore changing direction and dodging. To explore jumping, hopping and skipping actions. To explore co-ordination and combination jumps. To explore combination jumping and skipping in an individual rope.</p>	<p>Gymnastics</p> <p>To explore travelling movements. To develop and combine travelling movements. To develop quality when performing and linking shapes. To develop quality when linking shapes. To develop stability and control when performing balances. To develop stability and control when performing balances. To develop technique and control when performing shape jumps. To develop technique in the barrel, straight and forward roll. To develop rolls and use them in a sequence. To link gymnastic actions to create a sequence. To develop quality in gymnastics sequences.</p>	<p>Dance</p> <p>To use counts of 8 to move in time and make my dance look interesting. To explore pathways in my dance. To create my own dance using, actions, pathways and counts. To explore speeds and actions in our pirate inspired dance. To copy, remember and repeat actions that represent the theme. To copy, repeat, create and perform actions that represent the theme.</p>	<p>Team Building</p> <p>To co-operate with a partner to complete challenges. To explore and develop working as a team. To develop talking, listening and sharing skills. To use speaking and listening skills to lead a partner. To plan with a partner and small group to complete challenges. To use talking, listening and sharing skills to complete challenges.</p>	<p>Fitness</p> <p>To develop my understanding of how exercise can make you feel. To develop my understanding of how exercise can make you strong and healthy. To develop my understanding of how exercise relates to breathing. To develop my understanding of how exercise helps my brain. To develop my understanding of how exercise helps my muscles. To develop my understanding of the importance of daily exercise.</p>	<p>Striking and Fielding</p> <p>To develop underarm throwing and catching. To develop overarm throwing. To develop hitting a ball. To develop collecting a ball. To learn how to get a batter out. To play games and understand how to score points.</p>
	<p>PSD - Ball Skills</p> <p>To develop dribbling with your hands. To explore accuracy when rolling a ball. To explore throwing with accuracy towards a target. To explore catching with two hands. To explore dribbling a ball with your feet. To explore tracking a ball that is coming towards me.</p>	<p>PSD – Target Games</p> <p>To develop underarm throwing towards a target. To develop throwing for accuracy. To develop underarm and overarm throwing at a target. To develop throwing for accuracy and distance using underarm and overarm. To select the correct throw for the target. To develop throwing for accuracy and distance.</p>	<p>PSD – Net and Wall</p> <p>To defend space using the ready position. To play against an opponent and keep the score. To explore hitting with a racket. To develop racket and ball skills. To develop sending a ball using a racket. To develop hitting over a net.</p>	<p>PSD – Sending and Receiving</p> <p>To develop rolling and throwing a ball towards a target. To develop receiving a rolling ball and tracking skills. To be able to send and receive a ball with your feet. To develop throwing and catching skills over a short distance. To develop throwing and catching over a longer distance. To apply sending and receiving skills to small games.</p>	<p>PSD – Athletics</p> <p>To move at different speeds over different distances. To develop balance. To develop changing direction quickly. To explore hopping, jumping and leaping for distance. To develop throwing for distance. To develop throwing for accuracy.</p>	<p>PSD – Invasion Games</p> <p>To understand the role of defenders and attackers. To recognise who to pass to and why. To move towards goal with the ball. To support a teammate when playing in attack. To move into space showing an awareness of defenders. To stay with a player when defending.</p>